

SECRETD D /
F I L E
Meeting

12 August 1968

MEMORANDUM FOR THE RECORD

SUBJECT: Briefing on System Analysis of Psychological Data Project -
 12 August 1968 - 1000 Hours

1. Present were Messrs. Bannerman, Coffey, [] Tietjen,
 []

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25X1 2. Dr. [] gave an interim oral briefing on the status and results of the Systems Analysis of Psychological Data Project which he, with the assistance of other professional members of the A&E Staff, has been conducting. The final report on this project should be ready in approximately 30 days, but [] is beginning a year's sabbatical leave prior to the time this report will be completed.

25X1 3. The purpose of the project was to examine patterns of test results and compare them with available data in the Agency which indicate job performance or potential in an effort to identify predictability of performance of Career Trainees. Initially it was planned to look only at available information which is in the existing system, but during the course of the project additional data became available from the work of the Commission on Manpower and two attitude questionnaires were devised. One of these questionnaires is to be given within the next few days.

25X1 4. [] used six charts to illustrate the basic research which has been conducted in this project attempting to identify the relationships of the results of the PATB, Strong Vocational Interest Inventory and the California Personality Inventory to training and job performance of Career Trainees. Several interesting, but general, trends were indicated. Academic results and scores on intelligence tests appear to predict performance more accurately for employees in the DD/I area than for the Plans and Support Directorates. The temperament profiles of the PATB do not relate highly to the performance in any Directorate, nor are the results of the PATB as valid predictive measures of performance and potential in the DD/P area as in the other two Directorates.

25X1 [] felt that conflicts in the findings of his research as well as the absence of relationships cause questions which should be investigated by further study.

5. Several suggestions were made for changes or improvements in our present system of evaluating CT's:

a. Revision of test batteries.

SECRET

-2-

- b. Consistent and uniform training evaluation and reporting systems.
- c. Changes in current Fitness Report System.
- d. Improvements in methods of collecting available data on CT's which might contribute to analysis of performance predictability.

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6. [redacted] recommended that a decision be made and guidance be provided concerning when the second attitude questionnaire should be administered to applicants for the CT Program. (The purpose of this questionnaire is to obtain from the applicant his reasons for either accepting or rejecting the Agency's offer to enter him in the CT Program.) The alternatives are to have the questionnaire completed when the applicant comes to Washington for his interview or forwarded to him when he has made the decision whether or not he will accept the Agency's employment offer.

7. Mr. Bannerman concluded the briefing by summarizing his understanding of the results which had been presented. He asked if the final report could be presented in layman's language. Management is interested in measurements which can be used to predict the work performance of employees but the characteristics being measured must be defined accurately and the system must be structured so that these characteristics can be measured against the requirements of the various Directorates.



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Speical Assistant to the
Deputy Director for Support

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9 August 1968

MEMORANDUM FOR: Deputy Director for Support

THROUGH : Chief, Assessment and Evaluation Staff, OMS
Director of Medical Services

SUBJECT : Report on Attitude Surveys in Systems Study and
Suggestions for Their Broader Use

1. Attached is the revised attitude questionnaire being used in
the Systems Study.

Results of this survey will help answer questions concerning
the relationships of attitudes, abilities, and performance.

2. Questionnaires like the attached can also serve as bases for
programs of organizational development. Since we consider the possibility
of such programs an important spin-off of the Systems Study, we also attach
a rationale and description of how appropriately designed and executed
attitude surveys can help management keep its finger on the organizational
pulse, evaluate various programs, plan for change and motivate personnel.



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Chairman, Task Force on System Analysis of
Psychological Data Pertaining to Career Trainees

Attachments:

- I. Career Trainee Attitudinal Survey
- II. Paper on Attitude Surveys and
Organization Management

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Career Trainee Attitudinal Survey

The Agency in general, and the Career Training Staff in particular, have continuing interest in how you feel about the Training Program, your relationships with the Training Staff and the rest of the Agency, your job as a Trainee and your future. To help you express your feelings freely and frankly, an attitudinal survey of CTs is being made. To do this efficiently, we are using the questionnaire that you have.

OMS's Psychological Research Branch is conducting this survey and will analyze all the data. No one but the researchers will ever see any of the answered questionnaires.

We are only interested in how various groups of Trainees feel, not in individuals. As we wish to relate attitudes to other data, we will need your name and certain other background information. Under no circumstance, however, will your completed questionnaire be seen by people in a position to make decisions about you as individuals. To repeat: We are interested only in the reactions of groups of employees. Only group data will be presented to the CT Staff.

Comments you may write will be summarized, rewritten, and typed so that no one can be identified by handwriting, manner of expression or specific comments. These precautions are being taken because we want you to be frank and sincere in filling out the questionnaire.

Now is your opportunity to communicate your attitudes anonymously and have them analyzed and summarized in a systematic manner.

We thank you for your cooperation.

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INSTRUCTIONS

The attached attitudinal survey consists of a number of statements. Read each statement carefully and decide how you feel about it. You will agree with some statements, and you will disagree with others. You may be uncertain about some. Five possible answers have been provided for each statement:

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Choose the answer most like your own opinion, and on the answer sheet provided enter the number of your answer (1, 2, 3, 4, or 5) in the space beside the statement number.

Do not spend too much time on any one statement. If you cannot decide about a statement, enter the number "3" corresponding to "Uncertain" in the space beside that statement number on the answer sheet, and go on. Some of the statements may not be worded exactly the way you would like them. However, answer them the best way you can. Be sure to answer every statement. Leave no blanks. Enter only one answer for each statement. The last page of this survey consists of open-ended questions. Please write your comments in the space provided.

Now, remove the answer sheet, enter the requested identifying information, and begin with statement one.

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1. In my opinion, the pay here is lower than in comparable outside programs.
2. They should do a better job of handling salary matters here.
3. I understand what the Agency benefit program provides for employees.
4. Members of my CT class help each other out when someone falls behind or gets in a tight spot.
5. Those responsible for the CTP are always breathing down our necks; they watch us too closely.
6. CTs are given adequate praise and credit for work well done.
7. Everything possible is done to see that CTs get a fair shake on job assignments.
8. If I have a complaint to make, I feel free to talk to someone up the line.
9. I feel that the CTP fully prepares you for your first Agency assignment.
10. The Agency is trying to make the CTP the best possible program.
11. The Agency sees to it that there is cooperation among the various people responsible for our training.
12. We are kept informed about Agency plans and developments.
13. We are encouraged to make suggestions for improving the Career Training Program.
14. Decisions affecting our assignments and careers are made with little regard for our own preferences.
15. The importance of the CTP is fully appreciated by the Agency.
16. The longer I'm in training, the more I feel a part of the Agency.
17. I have little opportunity to develop my abilities in training.
18. There are plenty of good jobs for CTs who want to get ahead.
19. They expect too much work from CTs.
20. Poor working conditions keep me from doing my best in the training.
21. Starting salaries given CTs are uniform and fair.
22. My CT class gets along well together.
23. The CT staff is always fair in their dealings with me.

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24. By and large, those responsible for the CTP impress me with their honesty and sincerity.
25. Management here is really interested in the welfare of Career Trainees.
26. I usually know what is expected of me in the program.
27. I know how the CTP fits in with the overall mission of the Agency.
28. I often get fed up with the CTP and think of quitting.
29. Those responsible for the CTP keep us in the dark about things we ought to know.
30. Longevity is the main basis for promotion around here.
31. I can be sure of a good job as long as I do well in training.
32. I have plenty of freedom to use my own judgment in training.
33. Too many people involved in the CTP try to boss us around.
34. I really feel part of the Agency.
35. Promotional opportunities for CTs are fair.
36. I can learn a great deal in this program.
37. The training program is often dull and monotonous.
38. I get a real sense of accomplishment out of my work in the program.
39. There is too much pressure on CTs.
40. My salary is enough to live on comfortably.
41. I'm satisfied with the way employee benefits are handled here.
42. The employee benefit program here is O.K.
43. From what I've heard, CTs of today are as good as CTs of five years ago.
44. The people over us really try to get our ideas about things.
45. CTs are given a fair and accurate picture of the program at the outset.
46. The personnel policy for CTs is a very good one.

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47. Management ignores our suggestions and complaints.
48. The CTP is well thought out and smoothly and efficiently run.
49. I am aware of feelings and attitudes among my class that the CT staff doesn't know about.
50. They have a poor way of handling complaints around here.
51. Discipline is a problem among Career Trainees.
52. You can say what you think around here.
53. The morale of the trainees in my class is good.
54. You always know where you stand in the training program.
55. I'm really doing something worthwhile in the training program.
56. I'm proud to be in the Career Training Program.
57. The way we get evaluated during training leaves much to be desired.
58. I have a clear idea of what I'll be doing after training.
59. Overall, the training program is too long.
60. As CTs, we have little contact with people outside the CTP.
61. There is a feeling of uncertainty among CTs.
62. Much of the training is not relevant to a long term Agency career.
63. The CTP is an intellectually stimulating program.
64. We are kept informed on personnel policies and procedures.
65. I think there should be more on-the-job and less formal training.
66. I know how decisions about CTs are made.
67. Assistance and counseling are always available to CTs.
68. Filling in a questionnaire like this is a good way to let management know what Career Trainees think.
69. I think some good may come out of filling in a questionnaire like this.

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Please Comment on the Following:

1. How would you characterize the overall feelings and attitudes of your class toward the CTP?
2. In what ways, if any, has the CTP been a disappointment to you?
3. What specific changes would you suggest to improve the CTP?
4. What features of the CTP did you find most agreeable and worthwhile?

Additional comments:

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STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
1. _____		24. _____		47. _____
2. _____		25. _____		48. _____
3. _____		26. _____		49. _____
4. _____		27. _____		50. _____
5. _____		28. _____		51. _____
6. _____		29. _____		52. _____
7. _____		30. _____		53. _____
8. _____		31. _____		54. _____
9. _____		32. _____		55. _____
10. _____		33. _____		56. _____
11. _____		34. _____		57. _____
12. _____		35. _____		58. _____
13. _____		36. _____		59. _____
14. _____		37. _____		60. _____
15. _____		38. _____		61. _____
16. _____		39. _____		62. _____
17. _____		40. _____		63. _____
18. _____		41. _____		64. _____
19. _____		42. _____		65. _____
20. _____		43. _____		66. _____
21. _____		44. _____		67. _____
22. _____		45. _____		68. _____
23. _____		46. _____		69. _____

Name _____
If assigned, enter initials of Directorate to which assigned _____
If not assigned, enter initials of Directorate to which you expect to be assigned _____
Directorate to which you would prefer being assigned _____

Internal CT _____ External CT _____ (Check one)

SECRETATTITUDE SURVEYS AND ORGANIZATION MANAGEMENT

Organizational management typically realizes that a process of organizational change and self-renewal is essential for continuously effective and productive functioning. It is not typically clear how such positive growth can best be provided for.

The assumption is often made that the organization can be changed by changing its individual members. The individual is sent from his office to a protected management training setting where it is intended he will gain insight and knowledge that will alter his behavior. Further assumptions are that he will adapt his new knowledge to a real life situation, that he will be able to persuade his co-workers to accept changes in his behavior, and that he will be able to talk them into changing their behavior. In fact, most often the individual can only resume his old patterns of behavior once he returns to the office. Consequently, the results of such individual training are rarely reflected in behavior within the organization.

Approaches to organizational change which take into account the interrelationship of people and offices in the organization are more effective than programs aimed just at the individual. In particular, a program of systematic attitudinal feedback can contribute strongly to the development of an organization. Almost all organizations have feedback in the form of information on how well their product is received, but many organizations neglect systematic gathering of information on the human side of the business. Such feedback usually reaches top levels only after a problem has become acute -- for example, when top management learns that key people have resigned to take jobs elsewhere.

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Surveys of employee feelings, attitudes, and beliefs can fill the gap created by the fact that full and accurate communication up the line just never exists under normal circumstances. Upward communication faces too many and too strong barriers to succeed without systematic effort. In fact, the barriers to such communication are so strong that information about the business itself is usually suppressed along with information about the employee's feelings. An adequate survey of attitudes will give information both about the feelings of people and the actual operations of the working system.

In conducting attitude surveys, it is essential that the data be used, not merely read. If the data are just collected and filed, there is a feeling of frustration because nothing happens after people have gone out of their way to tell the company what they feel is wrong and what they think should be done. To insure that the data from the attitude survey have an impact, feedback must be provided for beforehand. The feedback process starts at the very top with the head of the organization and his immediate subordinates, in recognition of the hierarchical nature of the organization. The information then goes down through the various organizational groups of supervisors and their subordinates. Every supervisor who has a meeting of his subordinates to discuss the survey results pertaining to their groups has already been through a similar meeting with his peers and their boss. The information presented to each organizational unit is prepared by the research group so that it is of special relevance. Each group is given informational feedback about its own

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problems in detail, and comparative information about the organization as a whole so they can judge where they stand in relation to other departments.

The attitude surveys provide an objective basis for identifying and coping with problems that are typically brushed aside or dealt with through unsubstantiated opinion. When problems are brought up for group discussion in feedback sessions, and when people are motivated to analyze the problem and try for possible solutions, real change is possible. People who have been involved in the problem know a good deal about it and can be the immediate agents for bringing about policy changes for problems at their own level.

In order for the feedback discussion and planning for change as a result of the survey to be effective, there must be a factual, task-oriented atmosphere. Each group must have the discretion to consider implications of findings at its own level. They must have freedom to work out their own answers. The meetings must be reported back up the line also, so that top management has a summary report on the changes to be expected.

Any organization, with its hierarchical ordered roles carrying their own rights and privileges, has very strong forces for change or for rigidity. The kind of feedback with discussion we advocate makes use of the potential for change inherent in the existing organizational structure.

To summarize: Attitude surveys are carefully developed and executed means of helping top management keep in touch with what the organization is thinking. Feedback sessions are planned discussions of the survey results

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with each organizational unit; the focus is on planning for positive change.

Why have attitude surveys and feedback sessions? Without up-to-date awareness of employee attitudes and feelings, organizations tend to become rigid and inefficient. Employees need to feel that their views have an impact, that they can help in the planning. They can do so constructively through attitude surveys and feedback sessions. Furthermore, surveys can be used to anticipate employee reaction to proposed policy, to evaluate existing administrative programs, and to experimentally evaluate the effectiveness of training programs. In general, communication and commitment are enhanced by such procedures. A systematic procedure is needed because effective upward communication simply doesn't exist in organizations.

What benefits can you get from attitude surveys and feedback programs? Knowledge, self-renewal, planned programs for change. Problem areas can be identified, and the people involved can analyze the problem and develop a program of action.

Do attitude surveys change things? No, if the data are ignored. Yes, if the data are fed back, discussed by those involved, and change planned for.

Will attitude surveys and feedback discussion cause problems? No, but they will bring into focus problems that already exist. Instead of continuing to fester, such problems can be faced and dealt with openly and constructively.

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DD568-4118

9 August 1968

MEMORANDUM FOR: Deputy Director for Support
THROUGH : Chief, Assessment and Evaluation Staff, OMS
Director of Medical Services
SUBJECT : Personnel Appraisal and Development

1. In our systems study of psychological data, together with our work with the Committee on Professional Manpower, we have found that special ratings of job performance are needed to provide more variability than fitness reports give. Because of this, we suggest that revision of the ✓ fitness reporting system should be considered.

2. We suggest special consideration for a system that as a first step would have supervisor and supervisee jointly consider the supervisee's goals for an upcoming period, with the goals spelled out as explicitly as possible on the theory that a vague statement of noble purpose is no substitute for a prescription for action. The next step would be discussion of strategy and tactics for the accomplishment of these objectives and of the indices that would be used in determining later if the objectives had been met. Then at the end of the time period an evaluation of progress would be made and the previous steps repeated. A focus on specific tasks rather than on evaluating personality traits or on giving "grades" to very broad duties usually has the effect of making evaluation discussions more meaningful and less threatening while also enabling a person to set his own goals and then develop strong personal motivation for his job.

3. The kind of system discussed above may also provide better discrimination among employees' performance by using a "percent accomplished" global evaluation. However, it seems wise to provide also for experimental (not to be shown to employee, not to be included in his file) ratings for research purposes.

4. To summarize: Since the current (and probably any possible) appraisal system doesn't provide discriminating ratings of performance, experimental measures that do so should be systematically obtained so that selection processes can be easily checked. Since an appraisal

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SUBJECT: Personnel Appraisal and Development

system can be an effective goal-setting and motivating procedure, we suggest revision of the current system to make this procedure as effective as possible. If it is desired, we will be glad to provide examples of programs that are effectively used in industrial and business settings.



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Chairman, Task Force on System Analysis of
Psychological Data Pertaining to Career Trainees

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300 cases

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APPROXIMATE DISTRIBUTION OF PERFORMANCE RATINGS

(Percent in each category)

RATINGS	6	5	4	3	2	1
SPECIAL RATINGS (Manpower Committee)	4	17	25	35	15	4
FITNESS REPORTS			5	45	45	5

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PATB RELATIONSHIPS TO TRAINING
AND JOB PERFORMANCE OF CTS

	PLACEMENT			TRAINING (Communism and Intell Techniques)			JOB PERFORMANCE			POTENTIAL		
	I	P	S	I	P	S	I	P	S	I	P	S
INTELLECTUAL LEVEL	+		-		+					+		
INTELLECTUAL SPEED								+			+	+
KNOWLEDGE OF CURRENT AFFAIRS				+	+	+				+		
EAGERNESS	-	+					+	-	-	-		+
INTEREST IN SERVICE PROFESSIONS				+	+	+						
BUSINESS-SALES INTERESTS	-	-	+		-			-	+	-	-	+
INTEREST IN PERSUADING ACTIVITIES	+	+	-	+	+	+	+		-	+		-
TECHNICAL-OUTDOORS INTERESTS				-	-		-			+	-	
SCIENTIFIC INTERESTS	-	-	-							+	+	+
PSYCHOLOGICAL INTERESTS									+			+

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NUMBER OF SIGNIFICANT CORRELATIONS OF
PATB WITH RATINGS OF PERFORMANCE AND POTENTIAL
(CTS AND NON-CTS)

	PERFORMANCE			POTENTIAL			TOTALS
	I	P	S	I	P	S	
INTELLECTUAL	12	3	4	32	5	6	62
TEMPERAMENT	5	0	0	5	2	4	16
ATTITUDES	8	11	2	5	3	12	41
INTERESTS	43	11	58	52	11	89	264
TOTALS	68	25	64	94	21	111	

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MANPOWER STUDY -- CT MALES BY DIRECTORATE

-PERSONALITY MEASURES-	PERFORMANCE			POTENTIAL		
	DDI	DDP	DDS	DDI	DDP	DDS
California Personality Inventory						
Dominance						.46
Capacity for Status						.41
Sense of Well-Being			.53			.48
Responsibility		.27			.31	
Socialization				.36		
Tolerance			.42			.42
Achievement Via Conformity			.44			.47
Achievement Via Independence		.21				
Intellectual Efficiency		.24				
Psychological Mindedness		.21				
Flexibility		.21				
Femininity		.22			.27	
Social Maturity				.46		

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SIGNIFICANT RELATIONSHIPS BETWEEN TEST SCORES
AND TRAINING DATA FOR CTS

COMMUNISM COURSE

(PERFORMANCE ON WRITTEN
EXAMS-STANDARDIZED SCORE)
N=397

INTELLIGENCE TECHNIQUES

(OVERALL EVALUATION-WAPSO)
N=177

Reading Comprehension	.25	.20
Knowledge of Current World Affairs	.36	
Language Aptitude	.27	
Ability To Interpret Data		.26
Interests Similar To Psychologist	.24	
Interests Similar To Lawyer	.23	.21
Interests Similar To Author	.22	
Interests Similar To Purchasing Agent	-.25	

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EXPECTANCY TABLE*

<u>Reading Comprehension Score</u>	<u>N</u>	<u>Percent in Top Half of Class</u>
0-1-2	19	22
3-4-5-6	274	51
7-8-9	103	64

* PATB RC-C Score versus Overall Grade in Communism Course

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SIGNIFICANT RELATIONSHIPS BETWEEN
TRAINING, JOB PERFORMANCE AND POTENTIAL

	Sample	N	Overall Performance	Quantitative Performance	Qualitative Performance	Senior Level Potential	Supergrade Potential	Overall Potential
COMMUNISM	DDP	218	.21	.15				.25
	DDS	93	--	--				--
	DDI	84	--	--				--
INTELLIGENCE TECHNIQUES	DDP	88	--	--	.20	--	--	.23
	DDS	43	.36	.32	.31	.44	--	.46
	DDI	46	.35	.34	--	--	.30	.54
INTELLIGENCE PRODUCTION	DDI	46			.33	.43		.36

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22568-418

9 August 1968

MEMORANDUM FOR: Deputy Director for Support
THROUGH : Chief, Assessment and Evaluation Staff, OMS
Director of Medical Services
SUBJECT : Attitudes of CTP Applicants

1. This questionnaire has been revised in accordance with your previous comments. We wish to mail it to individuals offered appointment to the CTP so that it can be filled out by them at their time of decision.

An alternative procedure is to administer it to CTP applicants at the time of their Headquarters visit.

2. As the data are intended to provide helpful feedback and guidance to recruiters as well as to aid us in studying attitudinal determinants of Agency affiliation and performance, we feel the mailing procedure provides for the best timing. We recognize that security and public relations considerations are also relevant, however, and we ask your decision on which procedure to employ.



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Chairman, Task Force on System Analysis of Psychological Data Pertaining to Career Trainees

Attachment:
Attitude Questionnaire

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ATTACHMENT
Approved For Release 2003/04/29 : CIA-RDP84-00780R003700090012-2
INTRODUCTION

We are conducting a survey of applicants who have been offered appointments to the Career Training Program. The purpose of this survey is to learn how you evaluate (weight) certain conditions, impressions, and expectations which might affect or which might have affected your decision to ACCEPT or DECLINE the appointment.

The questionnaire attached to this sheet lists a number of factors which have been mentioned by others as playing a role in their decision to accept or decline employment here. Although you may not find all of the listed factors personally relevant or salient, you probably have feelings or thoughts on most of them. It's in these feelings and thoughts that we are interested.

This questionnaire is for research purposes only; we guarantee that your responses to it will in no way affect any personnel decision concerning you. In fact, people in a position to make decisions about you will not have access to your responses to this questionnaire at all.

We do hope that you will be candid in your replies. Information and views obtained from you and individuals like yourself -- people on the "threshold" of the Agency -- are extremely helpful to us by providing fresh insights and perspectives. So be as frank and straightforward as possible.

Your cooperation in completing this questionnaire is greatly appreciated. Thank you very much for your time and thought.

INSTRUCTIONS

This 30-item questionnaire requires you to evaluate (weight) certain conditions, impressions, and expectations which might affect or which might have affected your decision to ACCEPT or DECLINE your appointment to the Career Training Program. Complete this survey by placing a number in the blank beside each item according to the following key:

+4	STRONGLY	Predisposes me
+3	MODERATELY	to ACCEPT
+2	SLIGHTLY	appointment
+1	VERY SLIGHTLY	

0 NEUTRAL OR NOT CONSIDERED

-1	VERY SLIGHTLY	Predisposes me
-2	SLIGHTLY	to DECLINE
-3	MODERATELY	appointment
-4	STRONGLY	

Even if you have previously made up your mind to accept or decline the CTP appointment, you will probably find, in going through this questionnaire, that the direction in which you score some individual items runs counter to your final decision. This is to be expected, as positively and negatively weighted factors typically enter into one's career decision.

Space is provided for you to make comments which will explain or elaborate your feelings about any of the items. Space is also provided at the end of the questionnaire for you to make additional comments or observations if you so desire.

NAME:

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(Last) (First) (Initial)

DATE:

+4	STRONGLY	Predisposes me
+3	MODERATELY	to ACCEPT
+2	SLIGHTLY	appointment
+1	VERY SLIGHTLY	
0	NEUTRAL OR NOT CONSIDERED	
-1	VERY SLIGHTLY	
-2	SLIGHTLY	Predisposes me
-3	MODERATELY	to DECLINE
-4	STRONGLY	appointment

____ 1. Starting salary

(comments)

____ 2. Probable future salary

(comments)

____ 3. Time required to process application

(comments)

____ 4. Amount of information given to you about future duties

(comments)

____ 5. Probable duties

(comments)

____ 6. Agency's role in U.S. foreign relations

(comments)

____ 7. Effectiveness of Agency activities

(comments)

____ 8. Quality and relevance of CTP

(comments)

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+4	STRONGLY	Predisposes me
+3	MODERATELY	to ACCEPT
+2	SLIGHTLY	appointment
+1	VERY SLIGHTLY	
0	NEUTRAL OR NOT CONSIDERED	
-1	VERY SLIGHTLY	
-2	SLIGHTLY	Predisposes me
-3	MODERATELY	to DECLINE
-4	STRONGLY	appointment

____ 9. Length of CTP
(comments)

____ 10. Overseas assignment possibilities
(comments)

____ 11. Limitations upon discussing job during non-working hours
(comments)

____ 12. Anticipated advancement and career patterns
(comments)

____ 13. Effect of previous Agency employment on career possibilities outside this organization.
(comments)

____ 14. Possibility of duties which some might view as hazardous
(comments)

____ 15. Overall impression of Agency personnel
(comments)

____ 16. A career in government
(comments)

____ 17. Anticipated similarity between my interests and those of my co-workers
(comments)

+4	STRONGLY	Predisposes me
+3	MODERATELY	to ACCEPT
+2	SLIGHTLY	appointment
+1	VERY SLIGHTLY	
0	NEUTRAL OR NOT CONSIDERED	
-1	VERY SLIGHTLY	
-2	SLIGHTLY	Predisposes me
-3	MODERATELY	to DECLINE
-4	STRONGLY	appointment

- ____ 18. Possible security restrictions upon my private life (e.g., memberships in organizations, political activities, etc.)
(comments)
- ____ 19. Possible limitations upon opportunity to obtain recognition outside the Agency for a job well done (e.g., writing for publication, accepting interview from press, etc.)
(comments)
- ____ 20. Degree of recognition within the Agency for a job well done
(comments)
- ____ 21. Required residency in the Washington, D.C. area (at least initially)
(comments)
- ____ 22. Probable quality of supervision
(comments)
- ____ 23. Degree of challenge in prospective assignments
(comments)
- ____ 24. Degree of variety and change in prospective assignments
(comments)
- ____ 25. Association with an organization whose mission is directed toward international affairs
(comments)

+4	STRONGLY	Predisposes me
+3	MODERATELY	to ACCEPT
+2	SLIGHTLY	appointment
+1	VERY SLIGHTLY	
0	NEUTRAL OR NOT CONSIDERED	
-1	VERY SLIGHTLY	
-2	SLIGHTLY	Predisposes me
-3	MODERATELY	to DECLINE
-4	STRONGLY	appointment

- ____ 26. Possible bureaucratic red tape (comments)
- ____ 27. Attitude of family toward employment by this Agency (comments)
- ____ 28. Attitude of family toward government employment in general (comments)
- ____ 29. Size of the organization (comments)
- ____ 30. Fringe benefits associated with government employment (comments)

What is the single most important positive factor offered by employment with this Agency? (This need not be one of the factors listed above)

What is the single most important negative factor associated with employment by this Agency? (Again, this need not be one of the factors listed above)

Do you have any additional comments or observations relating to the subject of this questionnaire? For example, are there other factors, not mentioned above, which will probably play a role in your decision to accept or not accept employment with this Agency? How does this organization stack up against other job possibilities you may have considered?